

Washington County

District

Media Plan

Revised June 2022

Board Approved June 13, 2022

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District Mission Statement

The mission of the Washington County School District is to empower all students to become well educated, productive citizens by providing appropriate, high quality, and rigorous educational programs in a safe learning environment.

District Vision Statement

Quality Education Today for a Better Tomorrow

Belief Statements

- We believe that all students can and must be successful learners.
- We believe that all students should have the opportunity to develop personal, social, academic, physical and vocational competencies.
- We believe that the dignity and worth of each individual student must be honored and respected.
- We believe that experiences should be provided for students to develop a lasting appreciation of our American heritage and democratic process.
- We believe that teachers, administrators, support staff, parents, and our community share the responsibility for facilitating our school mission and goals.

Washington County School District Personnel

Superintendent	Joe Taylor
School Board	Vann Brock, District 1 Lou Cleveland, District 2 Milton Brown, District 3 Will Taylor, District 4 Susan Roberts, District 5
Director of Federal Programs	Jiranda White
Director of Administrative Services	Troy Peoples
Director of Curriculum and Instruction	Susan Saunders
Director of Exceptional Student Education	Julie Jeffries
Director of Maintenance/Facilities and Operations	Kyle Newsom
Director of Assessment and Accountability	Becky Dickson

Washington County District Media Personnel

Susan Saunders 652 3rd Street Chipley, FL 32428	District Office	850-638-6222
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Washington District Media Specialists

Coleman, Margaret 1545 Brickyard Rd Chipley, FL 32428	Chipley High	638-6100
Dotson, Erika 3232 Moss Hill Rd Vernon, FL 32462	Vernon High	535-2046
Mashburn, Karen 1447 South Blvd Chipley, FL 32428	Kate Smith Elementary	638-6220
Padgett, Cindy 1535 Brickyard Rd Chipley, FL 32428	Roulhac Middle	638-6170
Rackley, Anna Beth 3190 Moss Hill Rd Vernon, FL 32462	Vernon Middle	535-2807
Seaboch, Gail 3665 Roche Rd Vernon, FL 32462	Vernon Elementary	535-2486

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996

The Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently arise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of

morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read. Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.
2. Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.
3. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.
4. Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.
5. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.
6. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.
7. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.
8. To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ,

and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

9. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.
10. The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes those individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.
11. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.
12. It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.
13. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.
14. The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these

propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

School Library Bill of Rights

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural and aesthetic appreciation and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

(Approved by American Association of School Librarians Board of Directors, Atlantic City, 1969.)

Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

Possible Year Long To-Do List

Preplanning:

- Sort mail
- Revise library policies and rules as needed
- Post rules and policies
- Photocopy most used forms
- Type welcome memo with needed library information
- Decorate media center/bulletin boards
- Display new books
- Update calendar with information:
 - Library classes/times
 - Faculty meetings
 - After-school events
 - School events
 - Conferences
 - Extracurricular obligations
- Begin signing up classes (if needed)
- Hold in-service for library aides/volunteers
- Process summer materials
- Update budget

During the School Year:

- Choose and train any student assistants
- Put up seasonal displays
- Send out media center newsletter (as needed)
- Order materials
- Read professional literature
- Attend conferences and workshops
- Team with teachers
- Conduct library lessons (as needed)
- Print out circulation statistics to submit to principal and county administrator
- Display new books as processed

End of Year and Post-planning:

- Concentrate on overdues
- Order materials
- Finalize budget figures
- Straighten and organize facility
- Complete inventory

Inventory Tips and Procedures

- Weed your collection
- Clean up your database: Print out all "Paid Books." Delete the copy record from Destiny. Add to list of books to purchase or, if it is the last copy, treat it as a discarded book.
- Print out all missing items for previous years. Delete the copy or, if it was the last copy and you do not plan to reorder the book, treat it as a discarded book.
- Print out all "Lost Books" for the current year. These will be listed as "Missing" on the inventory. At the end of the inventory the following year, these books can be treated as discarded.
- Donate discarded books to classrooms or send them to the recycling center.
- Begin your new inventory - Refer to Destiny's Inventory Tips.
- About two weeks before school is out, arrange to have all books checked in. **The final date for check in will be determined by the district.**
- Remember that all materials and equipment that are currently checked out will appear as already marked for inventory.

Principles and Policies for Basic Selection

Objectives for Selection of Media Center Materials

The primary objectives of the school library/media center are to implement, enrich and support the educational program of the school. It is the duty of the center to provide a wide range of materials on different levels of difficulty, with diversity of appeal, and representing different points of view. The inclusion of any item in a collection does not necessarily mean that the school or center advocates or endorses the contents of that item. To this end, the School Board of Washington County subscribes to the principles laid down in the School Library Bill of Rights, and affirms that it is the responsibility of the school media center:

1. To provide a collection of instructional and supplemental materials that will enrich and support the curriculum, taking into account varied interests, abilities, and maturity levels of the students being served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgements in their daily lives.
4. To provide materials on opposing sides of controversial issues in order that young citizens may develop, under guidance, the practice of critical analysis of all media.
5. To provide materials representative of many religious, ethnic and cultural groups, and of their contributions to the heritage and culture of America and the world.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of high quality in order to assure a comprehensive collection appropriate for the users of the library/media center.

Objectives for Selection of Classroom Materials

The materials used in any classroom should follow criteria, general and specific, that are consistent with the curricular objectives of the Washington County Schools. The School Board of Washington County affirms that all materials used in the classrooms should:

1. Stimulate thinking, growth in knowledge and enable students to make intelligent judgements.
2. Provide reliable and accurate basic information.
3. Provide for interaction.
4. Develop an awareness of socio-economic factors.
5. Foster ethical standards and aesthetic values.
6. Enrich support and provide continuity to the curriculum, taking into consideration the diversified interest, abilities and maturity levels of the students.

Legal Responsibilities for Selection

The School Board of Washington County is legally responsible for all matters relating to the operation of the Washington County public schools. The responsibility for the selection of educational materials is delegated to professional instructional personnel employed by the Board.

Personnel Responsible for Selection

Selection of school library media center materials is a continuous process which involves principals, supervisors, faculty, parents, students and professional library media personnel. The responsibility for coordinating the selection process and for making the final selection rests with the professional school library media personnel, in accordance with the selection policies formally adopted and stated herein.

It is the responsibility of the appropriate professional personnel, appointed by the Superintendent and principals, to select instructional materials of high quality which will support the educational objectives of the County school system.

Criteria for Selection

The general criteria stated below is to be used for library media materials and classroom instructional materials when applicable. Specific criteria should be used for judging subject area instructional materials for selection.

1. The process of evaluating materials for inclusion in collections is continuous and systematic. It is preferable to examine materials before purchasing them; however, this is often impractical if not impossible. In such cases, selection is based upon bibliographic reference sources, selected lists, and review in reputable professional journals and publications.
2. First consideration is given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection (administrators, faculty, parents, students) are given high priority. Materials are selected so as to provide a wide range of levels of difficulty.
3. Materials for purchase are considered on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing or reproduction, readability and popular appeal, authoritativeness, reputation of the author, artist, publisher, producer and format.
4. Instructional materials must meet all legal requirements for such materials in the Florida Statutes.
5. Instructional materials should stress the basic principles of human worth and dignity and present accurate accounts and positive portrayals of the contributions of all members of society.
 - a. The design and format of all instructional materials should facilitate the use of the materials.

b. Special consideration is given to treatment of the following elements: religion, ideologies, sex education, sex, profanity and science.

i. Religion: Factual unbiased material which represents all major religions is included in the collection.

ii. Ideologies: Factual information on any ideology or philosophy which exerts a strong force in society is included in the collection.

iii. Sex Education: Factual information appropriate for the age group or related to the school curriculum is included in the collection.

iv. Sex: Pornographic, sensational, titillating materials is not included, but the fact of sexual incidents appearing in the materials does not automatically disqualify them.

v. Profanity: The fact that profanity appears in material does not automatically disqualify a selection. Care is taken to exclude materials using profanity in a lewd or detrimental manner.

vi. Science: Factual information about medical and scientific knowledge is included in the collection without any biased selection of facts.

Gifts

Gifts of materials, or of funds with which to purchase materials, are accepted with the understanding that their use of disposition will be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

Procedures for Selection

1. In selecting materials for purchase, the school library media specialists evaluate the existing collection and consult:

- a. reputable, unbiased, professionally prepared selection aids
- b. media staff, curriculum consultants, faculty, students and community representatives

2. In determining materials to be purchased, library media specialists follow these procedures:

- a. Multiple items of outstanding and frequently used materials are purchased as needed.
- b. Worn and missing basic items are replaced periodically.

- c. Out-of-date or no longer useful materials are withdrawn from the collection and replaced by new and appropriate materials.
- d. Sets of materials and subscription materials are examined carefully and are purchased only to fill a definite need.

Reconsideration of Challenged Non-Textbook Materials

Despite the care taken to select appropriate and valuable materials and the qualifications of the persons involved in the selection, occasional objections to a selection are made. When such objections occur, principles of freedom of information and the professional responsibility of the staff are defended rather than specific materials. Until a final decision is made, the questioned material will be kept in circulation.

Persons requesting permission to examine materials may examine such materials in a way so as not to disrupt the normal operations of the school.

If a complaint is made, the procedures are as follows:

- A. When the complaint is received by the school involved, initial efforts by the person directly in charge of the questioned material should include an explanation of the purpose for which the media was purchased and how it is used. The person directly in charge of the questioned material may remove the material from circulation if (s)he feels the complaint is justified.
- B. If the material's use is justified and the explanation fails to satisfy the concerns for the material, the complainant will be advised to arrange a conference.
- C. Upon receipt of complaint, the principal will immediately inform the person directly in charge of the questioned material that a complaint has been made.
- D. At the conference, the principal invites the complainant to file his or her objections in writing on the form entitled Request for Reconsideration of School Materials. (Form 1)
- E. A complainant who does not complete and return the form receives no further consideration.
- F. Upon receipt of the completed form, the principal transmits the written complaint to the Director of Media Services for review of the challenged material by the District Review Committee. The District Review Committee will consist of the following:
 - 1. Director of Curriculum & Instruction/Media Services
 - 2. District Level Designee
 - 3. Person directly in charge of the questioned material or his/her designee
 - 4. Student representative from the School Advisory Committee
 - 5. Parent representative from the School Advisory Committee

The specified School Advisory Committee members will be selected by the principal of the school involved.

G. The committee takes the following steps after receiving the challenged materials:

1. Reads the entire book, views, or listens to the material in its entirety.
2. Checks general acceptance of the material by reading reviews and consulting recommended lists.
3. Determines the extent to which the material supports the curriculum.
4. Completes the appropriate "Checklist for District Review Committee's Reconsideration of Material," judging the material for its strength and value as a whole and not in part.

H. The final decision is determined by the recommendations of the District Review Committee.

7.0 Appendix

7.10 Forms

Prepared by:

Margaret Coleman, Chipley High School

Erika Dotson, Vernon High School

Cindy Padgett, Roulhac Middle School

Karen Mashburn, Kate Smith Elementary

Gail Seaboch, Vernon Elementary School

Susan Saunders, Director of Curriculum

Washington County School District Media Plan

Approved by:

Washington County School Board

Date: _____

Superintendent's Signature

FORM 1

Request For Reconsideration of School Materials

The following pages are forms referred to in the section Reconsideration of Challenged Materials

NOTE: To be completed in triplicate: One copy to the principal of the school concerned, one copy to the person directly in charge of the questioned material, and one copy retained by the person making the request.

SCHOOL_____

Please check type of material:

- | | | |
|--|--|---|
| <input type="checkbox"/> Book (e-book) | <input type="checkbox"/> Movie | <input type="checkbox"/> Database |
| <input type="checkbox"/> Magazine | <input type="checkbox"/> Audio Recording | <input type="checkbox"/> Digital Resource |
| <input type="checkbox"/> Textbook | <input type="checkbox"/> App | <input type="checkbox"/> Newspaper |
| <input type="checkbox"/> Game | <input type="checkbox"/> Streaming Media | <input type="checkbox"/> Other |

Title_____

Author/Producer_____ Copyright date_____

Publisher or Producer_____

+++++

Request initiated by_____

Phone_____ Address_____

City_____ State_____ Zip Code_____

Email_____

Do you represent self?_____ Or an organization?_____

Name of Organization_____

The following questions are to be answered after the complainant has read, viewed, or listened to the school material in its entirety, unless material in question is a textbook. If sufficient space is not provided, attach additional sheets. (Please sign your name to each attachment.)

1. Is the resource part of the curriculum, library collection, or other?

2. What brought this resource to your attention?

3. Have you examined the entire resource? If not, what sections did you review?

4. What concerns you about the resource?

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

6. What action are you requesting the committee consider?

Please return the completed form to the school principal.

Signature of complainant

Date

FORM 2

CHECKLIST FOR DISTRICT REVIEW COMMITTEE'S RECONSIDERATION OF
SCHOOL MATERIAL - FICTION AND OTHER LITERARY FORMS

Title _____

Author _____

A. PURPOSE

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? ____ Yes ____ No; for young adults? ____ Yes ____ No

3. Will reading and/or viewing and/or listening to the material result in a more compassionate understanding of human beings? ____ Yes ____ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ____ Yes ____ No

5. Are any questionable elements of the story an integral part of a worthwhile theme or message? ____ Yes ____ No

B. CONTENT

1. Does a story about modern times give a realistic picture of life as it is now? ____ Yes ____ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? ____ Yes ____ No

3. When factual information is part of the story, is it presented accurately?
_____Yes _____No
4. Is prejudicial appeal readily identifiable by the potential reader? _____Yes _____No
5. Are concepts presented appropriate to the ability and maturity of the potential readers? _____Yes _____No
6. Do characters speak in a language true to the period and section of the country in which they live? _____Yes _____No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? _____Yes _____No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____Yes _____No; for young adults? _____Yes _____No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____Yes _____No; for young adults? _____Yes _____No
10. Is the material free from derisive names and epithets that would offend minority groups? _____Yes _____No; children? _____Yes _____No; young adults? _____Yes _____No
11. Is the material well written or produced? _____Yes _____No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? _____Yes _____No
13. Does the material make a significant contribution to the history of literature or ideas? _____Yes _____No
14. Are the illustrations appropriate and in good taste? _____Yes _____No

15. Are the illustrations realistic in relation to the story? _____ Yes _____ No

ADDITIONAL COMMENTS

CHECKLIST FOR DISTRICT REVIEW COMMITTEE'S RECONSIDERATION OF
SCHOOL MATERIALS - FICTION AND OTHER LITERARY FORMS (CONTINUED)

RECOMMENDATION BY THE DISTRICT REVIEW COMMITTEE FOR TREATMENT OF
CHALLENGED MATERIALS:

Date

SIGNATURES OF DISTRICT REVIEW COMMITTEE

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CHECKLIST FOR DISTRICT COMMITTEE'S RECONSIDERATION OF SCHOOL
MATERIALS - NONFICTION

Title_____

Author_____

A. PURPOSE

1. What is the overall purpose of the material?

2. Is the purpose accomplished? _____Yes _____No

B. AUTHENTICITY

1. Is the author competent and qualified in the field? _____Yes _____No

2. What is the reputation and significance of the author and publisher/producer
in the field?

3. Is the material up-to-date? _____Yes _____No

4. Are information sources well documented? _____Yes _____No

5. Are translations and retellings faithful to the original? _____Yes _____No

C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the
curriculum of Washington County Schools? _____Yes _____No

2. Is it appropriate to the level of instruction intended? _____Yes _____No

3. Are the illustrations appropriate to the subject and age levels?

_____Yes _____No

CHECKLIST FOR DISTRICT REVIEW COMMITTEE'S RECONSIDERATION OF
SCHOOL MATERIALS - NONFICTION (CONTINUED)

D. CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth, and continuity? _____Yes _____No
2. Does this material present information not otherwise available?
_____Yes _____No
3. Does this material give a new dimension or direction to its subject?
_____Yes _____No

E. REVIEWS

1. Source of review _____
Favorably reviewed _____ Unfavorably reviewed _____
2. Does this title appear in one or more reputable selection aids?
_____Yes _____No If the answer is yes, please list the title of the selection aids.

ADDITIONAL COMMENTS

CHECKLIST FOR DISTRICT REVIEW COMMITTEE'S RECONSIDERATION OF
SCHOOL MATERIAL - NONFICTION (CONTINUED)

RECOMMENDATION BY DISTRICT REVIEW COMMITTEE FOR TREATMENT OF
CHALLENGED MATERIALS

Date

SIGNATURES OF DISTRICT REVIEW COMMITTEE

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Video Permission Form

Teacher name: _____ Date: _____

Name of video to be shown:

Is video free and public? Yes _____ No _____

If not, does your school have a license? Yes _____ No _____

Standards addressed by the video:

Reason for showing video:

Principal's signature

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Responsibilities of the Media Specialist and Support Personnel

I. Responsibilities of the Media Specialist

A. To the school program:

1. Organize and implement the school media program.
2. Promote the use of media in the instructional process.
3. Correlate media with educational objectives.
4. Participate in local, state, and national professional organizations which provide the latest information about media and instruction.
5. Plan and consult with the school administrative staff and curriculum committees on all phases of the instructional program.

B. To the teacher:

1. Provide in-service and instruction for faculty in selection and utilization of media.
2. Assist in production of media for the instructional program.
3. Assist with the selection and evaluation of materials and equipment.
4. Organize and schedule instructional material and equipment, keeping the faculty updated on procedures for requisition and return.
5. Advise the faculty of new material and equipment available.
6. Assist in teaching pupils to use media effectively.
7. Serve as a resource person in the classrooms and member of teaching teams when sufficient staff allows.

C. To the student:

1. Encourage the selection and use of all types of media for independent study and classroom instruction as a means of meeting individual differences.
2. Provide direction in learning to use all types of equipment.
3. Stimulate the use of all types of media in problem-solving, satisfying interests, and development hobbies.
4. Obtain, schedule and circulate media from sources outside the school.

II. Responsibilities of Support Personnel

A. Paraprofessionals

1. Word processing
2. Print overdue notices, if necessary.
3. Assist students and faculty with locating books and materials.
4. Assist students and faculty with use of equipment.

5. Prepare bulletin boards and displays.
6. Check-in and check-out materials to students and faculty.
7. Process materials as needed.
8. Help with special activities and exhibits.
9. Assist in pulling materials for teaching units when asked.
10. Repair books and materials.
11. Shelf all materials.
12. Assist with scheduled classes.
13. Assist with inventory procedures.
14. Assist with any additional duties identified and deemed necessary for the operation and support of the media.

B. Students

1. Assist with preparation of bulletin boards and displays.
2. Assist with check-in and check-out of materials.
3. Shelf books and materials.
4. Read shelves.
5. Help with housekeeping.
6. Assist new and special needs students.
7. Pick up and deliver materials.
8. Operate audio-visual equipment.

C. Parent Volunteers

1. Assist with bulletin boards and displays.
2. Shelf books.
3. Assist with book repairs.
4. Assist with processing materials.
5. Assist with special programs and exhibits.

School Media Center Guidelines to Cooperative Planning

This is an outline of some ways to establish good relationships with students, teachers, and administrators. Each media specialist can adapt this to the needs and the philosophy of the individual school.

I. The media specialist encourages and sustains the interest of the principal by:

- A. Keeping the principal informed of phases of the media programs which are vital to the school.

- B. Reinforcing the philosophy of the school in the media program.
- C. Assisting in school extracurricular activities.
- D. Assisting in school improvement, curriculum planning and development.

II. The media specialist functions as a leader by:

- A. Cooperating in curricular in-service meetings of the faculty.
- B. Providing materials for these meetings.
- C. Assuming leadership roles in the extracurricular phases of the school.
- D. Organizing technical routines effectively so that time can be spent with teachers and students.

III. The media specialist works for good rapport with students, teachers, and administrators, on an informal as well as on a professional basis, by:

- A. Developing skills in human relationships.
- B. Respecting the standards of the fellow teachers.
- C. Exerting an effort to implement, broaden and interpret the services which the students and teachers will use.
- D. Contributing information on the availability of materials relating to curriculum.
- E. Consulting with the curriculum specialist in order to "bridge the gap".
- F. Understanding student academic and behavioral trends.
- G. Encouraging a good attitude on the part of the teachers toward the media center.

IV. The media specialist disseminates information on all media center materials and encourages utilization of the center by:

- A. Making bibliographies and catalogs available.
- B. Using a variety of communication techniques, formal and informal, to publicize media (materials) and services.
- C. Use technology to create interest in literature.

V. The media specialist assists teachers through the planning of student orientation and planning of information literacy skills instruction by:

- A. Working with teachers in becoming aware of the levels of instruction.
- B. Planning with teachers on the schedules for orientation and information literacy skills classes.
- C. Establishing cooperative relationships in the various information literacy skills taught.

- D. Cooperating in the reading programs.
- E. Visiting classrooms as a RESOURCE person, at the request of the teacher.

VI. The media specialist encourages active participation and involvement in the media center policies and planning by:

- A. Requesting suggestions from teachers for media selection needs.
- B. Including information literacy skills instruction as part of the school's curriculum.
- C. Encouraging teachers to plan visits with the class.
- D. Making teachers knowledgeable of the media center policies and procedures to encourage broader understanding.

District Media Services

While there is no physical District Media Center, some services are still provided.

1. Courier service is provided to each school and the county office daily during regular scheduled classes.
2. Lamination will be provided for teachers. Materials need to be sent to Ms. Geriann Watts at Kate Smith Elementary. This service is limited to the preservation of teaching aids and materials.
3. Ellison die cuts are available for teacher use and are housed at Kate Smith Elementary. If you need cutting done, please send it to Ms. Geriann Watts at Kate Smith Elementary.
4. Making posters of various sizes is available at teacher request. They can be made from any picture.

SERVICES OF THE SCHOOL MEDIA CENTER

AVAILABILITY:

The school media center and services shall be available to students and teachers throughout each school day that students are in attendance and to faculty and staff throughout the school year. Flexibility in utilization of the media center is desirable.

CIRCULATION PROCEDURES:

Circulation rules for all media will be established by each school.

Policies and rules pertaining to services of the media center should be presented via orientation, handbooks, grade level chairpersons, department heads, media committees, and faculty meetings. Circulation procedures for all media should provide some means of indicating utilization of these materials by students and faculty.

MEDIA INSERVICE:

All teachers and paraprofessionals should be offered in service learning opportunities for use of media. Preplanning is the most suitable time, but there should be a continuous training program as new personnel and/or new media is made available.

PARTICIPATION IN TOTAL INSTRUCTIONAL PROGRAM OF THE SCHOOL

1. Media skills instruction for all students K-12
2. Reference assistance
3. Guided reading
4. Conduct student assistant programs, both credit and noncredit
5. Pull media for curriculum needs
6. Prepare bibliographies when needed and requested
7. Continuous dissemination of information related to media - both present collection and new media
8. The media specialist serves as the liaison for district media services.
9. Orientation of all students and teachers on procedures and facilities of the media center.
10. Story time, book talks, review
11. Celebration of special weeks and events
12. Training of faculty, staff and students in operation and utilization of equipment

READING PROGRAMS

Accelerated Reader

Accelerated Reader (AR) is a program using advanced technology to help:

- Make essential reading practice more effective for every student.
- Personalize reading practice to each student's current level.
- Manage all reading activities including read to, read with, and independent reading.
- Assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.
- Build a lifelong love of learning.

Other reading programs/activities that schools participate in are Sunshine State Young Readers Award (SSYRA), Florida Teens Read (FTR), Florida Reading Association Reader's Award.

Just Read, Florida!

On September 7, 2001, Governor Jeb Bush signed [Executive Order 01-260](#) (PDF) designating Just Read, Florida! as a comprehensive and coordinated reading initiative. [Florida Statute 1001.215](#)

Charged with establishing reading as a core value in this state, Just Read, Florida! was launched in 2001 with the unequivocal goal of every child being able to read at or above grade level by the year 2012. With that goal in mind, Just Read, Florida! focuses on three main components:

Educators

To date, over 45,000 teachers statewide have attended Just Read, Florida! reading academies to learn the latest in scientifically based reading research. Federal and state grants initially provided for over 2,000 reading coaches in K-12 schools. Florida was awarded \$300 million in Reading First funds from 2003-2009, the reading component of the federal No Child Left Behind legislation. Reading First funding provided professional development, teacher materials, reading coaches, and classroom library improvement. Reading First in Florida impacted 45 school districts, 583 schools, 14,000 educators, and over 320,000 students.

The [Florida Center for Reading Research \(FCRR\)](#) was established by Governor Jeb Bush in January, 2002. It is jointly administered at Florida State University by the Learning

Systems Institute and the College of Arts and Sciences. FCRR conducts basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation. The center also disseminates information about research-based practices related to literacy instruction and assessment for children in preschool through 12th grade, conducts applied research that will have an immediate impact on policy and practices related to literacy instruction in Florida and provides technical assistance to Florida's schools and to the State Department of Education for the improvement of literacy outcomes in students from pre-K through 12th grade.

Parent Involvement

In Florida, strengthening families is a top priority, beginning with a focus on family literacy. [The Florida Family Literacy Initiative](#) encourages families to learn together, with education that helps parents improve their competitiveness in the workplace and helps children start school ready to learn. By learning together, families keep each other motivated to perform.

Community & Corporate Involvement

[Just Read, Families!](#) provides information designed to help parents take an active role in reading with their children during the summer. The Just Read, Families! website offers parents the tools they need to nurture a reading-friendly environment at home. This campaign is a product of Just Read, Florida! partnerships with the Florida Department of State's Division of Libraries and the Panhandle Area Education Consortium.

Contact:

325 West Gaines Street, Suite 1432
Tallahassee, Florida 32399-0400
Phone: 850-245-0503
Fax: 850-245-5105
JustRead@fldoe.org

OBJECT CODES

The object classification indicates the type of goods or services obtained as a result of a specific expenditure. There are several broad categories that are further divided into subcategories.

<u>CODE</u>	<u>CODES COMMONLY USED BY MEDIA SPECIALISTS</u>
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5100	<u>Materials and Supplies.</u> Amounts paid for items of an expandable nature that are consumed, worn out, or deteriorated in use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
510	<u>Supplies.</u> Expenditures for consumable supplies for the operation of a school system, including freight and cartage. Examples include expenditures for instructional, custodial, maintenance supplies, etc.
590	<u>Other Materials and Supplies.</u> Expenditures for all other supplies and materials not included above.
610	<u>Library books.</u> Expenditures for regular or incidental purchases of school library books available for general use by students, including any reference books, even though such reference books may be used solely in the classroom. Also recorded here are costs of freight for school library books.